The British
Psychological Society
Promoting excellence in psychology

Test review information and application pack for test publishers/distributors

The British
Psychological Society
Psychological Testing Centre

www.psychtesting.org.uk

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Introduction

The British Psychological Society (BPS) has been operating a test review process for a number of years and to date has reviewed over 150 psychological tests. In July 2013 the BPS made some changes to its test review process. This document is aimed both at test publishers and test distributors who are doing the following:

- Submitting a specific test into the test review process for the first time.
- Renewing a Certificate of Test Registration.
- Applying for an updated test review (and submitting amended or new materials).

Information for first-time submissions/new tests

How do I submit a test for test review?

If you are applying for test review for the first time, or submitting a new test into this process, you will find a checklist immediately below to work through in order to ensure you submit the required materials to enter into the test review process.

We recommend a final check of the contents of your parcel before submitting materials for test review to the BPS Psychological Testing Centre (PTC). Any omissions may impede the registration and review process or affect the evaluation of the test, so it is important to ensure you submit all relevant materials outlined below. (Please also note that there is a charge levied of £510 for the later submission of additional materials when the materials have not been presented to the PTC at the outset of the process.)

Checklist for new submissions into the test review process

- **Step 1** can be completed by an administrator:
  Complete Application Form and Terms and Conditions (Appendix A)
- **Step 2** can be completed by an authorised officer designated by the test publisher/distributor:
  Complete the editorial panel test review factual information form
- **Step 3** can be completed by an administrator
  Ensure all test materials detailed in this document on pages 4 and 5 and all necessary forms outlined above are submitted with the application for test review.

A quick summary of test materials to submit for entry into the test review process is outlined below.
Four copies of each:

- ☐ Question booklets/answer sheets. If the test is administered online, access for four people to the online test material is required.
- ☐ Scoring keys and instructions.
- ☐ Norming information.
- ☐ Computer generated reports.
- ☐ Manuals and training notes.

Please note that it is possible to submit some of the materials outlined above in electronic format. Publishers wishing to do this need to contact the PTC first about how they should go about this.

- **Step 4** can be completed by an administrator
  Check relevant fees on the Schedule of Fees in Appendix D

Materials required for submission into the test review process

In order to produce a fair and objective test review it is important that our reviewers have all the necessary information about your instrument. As each instrument and the supporting information are formatted differently it is difficult to be specific about what is required, however, the following list should help you ensure that you send the appropriate information. Where both paper and computer or web-based versions of the instrument exist, access to all forms should be supplied.

Where information is lacking this is likely to be reflected in the final review. Please submit the following test materials to the PTC to enter in to the test review process.

Please note that submission of **four** copies of materials is required for a market ready test entering the test review process. Where an Editorial Panel Review Update is being pursued, only two copies of test materials are required. Please see page 7.

Instrument:

Please supply **four** copies of the following:

- copies of question booklet and answer sheet and/or access to computer-based administration system
- copies of scoring keys and instructions and/or access to computer/bureau scoring and description of scoring method.
- copies of norming information and/or access to computer/bureau-based norming with description of process.
- copies of computer-generated reports and/or access to computer/bureau-based report generation.

For each different computer- generated report four different reports should be provided:

1. A report for a typical profile.
2. A report for a profile made up of lowest possible scores (on each scale).
3. A report for a profile made up of mean scores (on each scale).
4. A report for a profile made up for highest possible scores (on each scale).

Alternatively reviewers can be provided with access to the report generator and will create their own review reports.

Terms of Supply and Factual Information:

- **Four** copies of test catalogues or other information describing terms of supply, packaging and costs of materials reports etc including details of any set up costs, licensing fees as well as ongoing costs.

Documentation:

- **Four** copies of any documentation supplied to test users. This is often structured differently but would include User Manuals, Technical Manuals and Training Notes where these contained additional information.

In addition references to any published work relating to the instrument should be submitted.
Where the standard documentation does not cover all of the information required to rate the instrument against the criteria used in EFPA Review Model then additional information should be supplied to address these issues. This might include published papers, technical reports, internal reports and client reports covering such issues as:

- Test development processes.
- Validation work, for example, construct studies, criterion related validity.
- Reliability analyses.
- Sample descriptions for norm groups and other research.
- Equivalence studies, for example, paper and pencil versus computer versions; alternate forms.
- Development report or algorithms for computer-generated reports.

Please specify whether the information supplied is available to test users and how (e.g. on request, supplied as part of training materials, etc.). Occasionally some of the information required may be considered proprietary (e.g. scoring algorithms). Please clearly mark anything which is confidential and indicate on your test review Application Form the documents where this applies. These will then be treated as 'commercial in confidence' by the Editorial Panel and the reviewers allocated to the specific test review.

Where possible technical documents should be supplied in paper form. CD ROMs as well as PC or web access codes should be supplied to enable review of computer-based materials. Please note four copies of all information are required (including access codes).

Please check that the information you send covers the required review areas. You can check the criteria that will be used in the test review process in the EFPA Review Model located on the PTC website: www.psychtesting.org.uk

Applying for a Certificate of Test Registration for tests previously reviewed

You will need to submit materials for a full test review and the outcome of this process will provide the basis for the decision about the award of a Certificate of Test Registration.
What should I do now? Please complete the pro formas in Appendix A and B. A fee will be payable for full test review. Please see the Schedule of Fees in Appendix D for details.

Information relating to renewal of a Certificate of Test Registration or submission for an Editorial Panel Review Update

Renewing a Certificate of Test Registration after a five-year cycle, or up to 15 years since the test review was published when there have been no substantive changes to the test

This guidance applies to those:

- who have been issued a Certificate of Test Registration for the first time, which is about to expire at the end of a five-year period, and who wish to renew this for a further five-year period;
- who have been issued a Certificate of Test Registration for the second time, which is about to expire at the end of a further five-year period, and who wish to renew this for another five-year period;
- where there have been no substantive changes to the test (such as new data, revised items or new modes of presentation which will impact on the norms, validity and reliability of the test), and the accompanying test review is *up to 15 years old*, you will need to sign an affirmation to this effect. Please see Appendix E. In addition you will need to settle the renewal invoice for a Certificate of Test Registration and renew your entry on the Directory of Test Publishers/Distributors annually. This enables your test to be re-registered and for your editorial panel test review to continue to appear on the PTC website.

Renewing a Certificate of Test Registration when a test review was published 15 or more years ago

If you wish to renew your Certificate of Test Registration for the third time and the accompanying test review is *15 years or more old*, the test will need to re-enter the full test review process. This will compromise evaluating the test to determine whether it meets criteria for a Certificate of Test Registration, followed by an Editorial Panel Test Review.

For details of the full test review process, please view pages 3 to 4 and complete pro formas in Appendix A and B. Please also refer to the Schedule of Fees in Appendix D.

If you choose not to pursue re-submission of your test into the full review process, the existing test review will subsequently feature in our test review archive area of the PTC website.

Renewing a Certificate of Test Registration after a five-year cycle when there have been substantive changes to the test since the Certificate of Test Registration was granted

The guidance below relates to a test which has:

- been registered five years ago and is due for renewal of the Certificate of Test Registration;
- has a published editorial panel test review on the PTC website (which is up to 15 years old);
- subsequently had substantive changes made to it since the Certificate of Test Registration was issued, such as new data, revised items or new modes of presentation which will impact on the norms, validity and reliability of the test.

An Editorial Panel Review Update will be required. This requires an applicant to highlight where there have been no subsequent changes to factual information since the original submission, as well as identifying and cross-referring to the location within test materials of where there have been substantive changes made to the test.

Renewing a Certificate of Test Registration inside the standard five-year test registration cycle when there have been substantive changes to the test since the Certificate of Test Registration was granted

The BPS will accept requests for an Editorial Panel Review Update inside of the established five-year cycle for test registration where there have been substantive changes made to a test since the award of a Certificate of Test Registration. However, there are higher fees payable in order to accommodate these requests inside of the five-year cycle. Please refer to the Schedule of Fees in Appendix D.

What should I do now?

The checklist below prompts you about which pro formas to complete. Please ensure that you look at the Schedule of Fees in Appendix D. These vary according to whether your test has reached the end of a five-year cycle for test registration, or whether you are applying for an update Editorial Panel Review Update inside a five-year cycle.

The Senior Editor, in consultation with the Consultant Editor, will determine the extent of the substantive changes to the test and they reserve the right to come back to a publisher to state that the materials will need to re-enter a full test review rather than an update review.

Checklist for renewal of a Certificate of Test Registration and submission for an Editorial Panel Review Update if:

- you have reached the end of a five year cycle for test registration or your test is inside the standard five-year renewal cycle;
- and there have been substantive changes made to the test since initial registration;
- and the test review is up to 15 years old.

- **Step 1** can be completed by an administrator:
  Complete Application Form and Terms and Conditions (Appendix A)

- **Step 2** can be completed by an administrator:
  Complete Section 6 of the Factual Information Form for submission into the test review process (Appendix B)

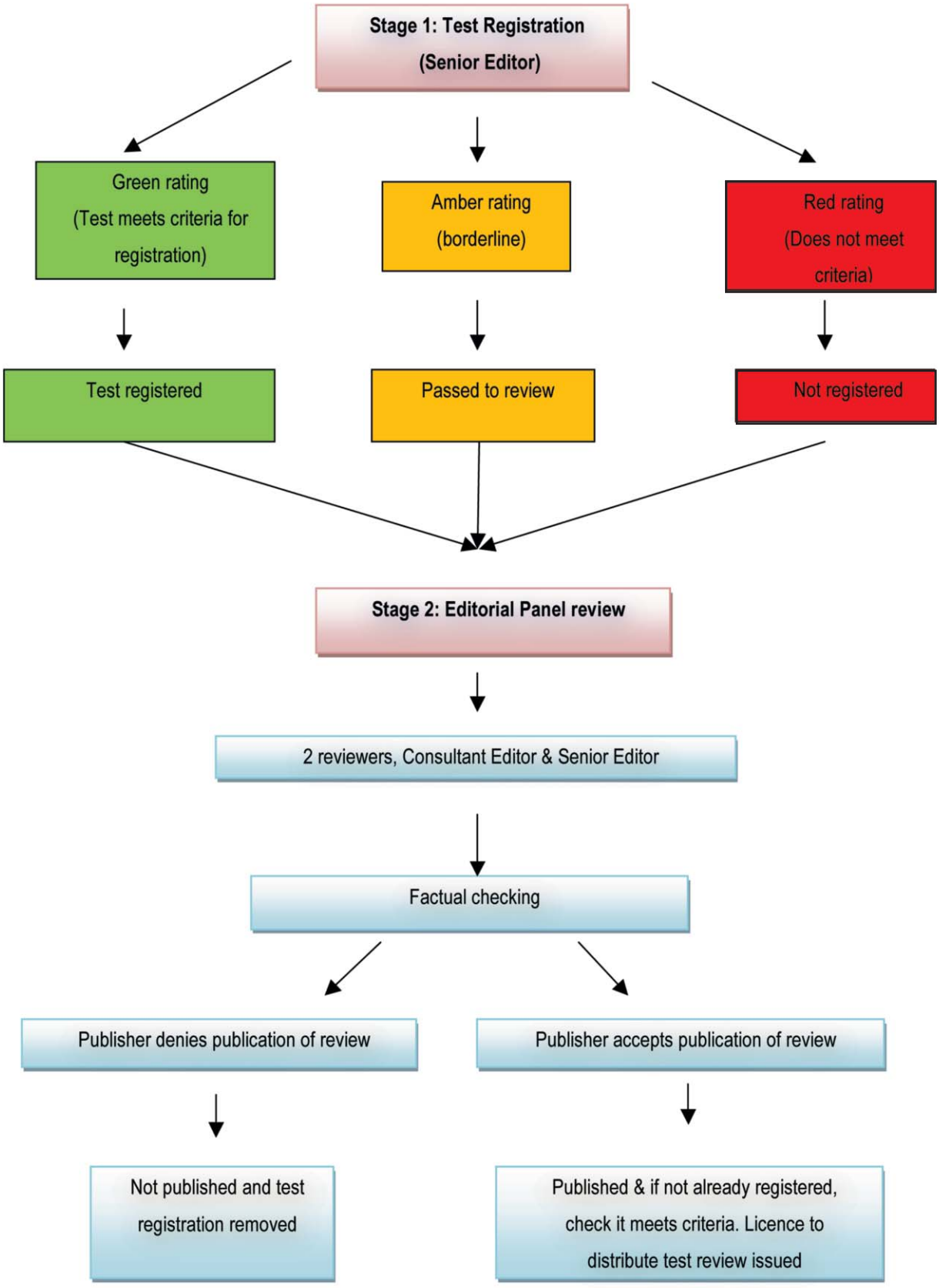
- **Step 3** can be completed by a senior administrator within the test publishing company, or compiled by a Chartered Psychologist:
  Complete the Editorial Panel Test Review Update pro forma (Appendix C)

- **Step 4** can be completed by an administrator under the supervision of a Chartered Psychologist:
  Ensure test materials detailed in this document on pages 4 and 5 and all necessary forms outlined above are submitted with the application for test registration and an Editorial Panel Review Update. Please remember only two copies of test materials are required for test registration followed by an Editorial Panel Review Update (not four copies). Where there have been changes to items, scoring or computer generated reports it is essential that these are submitted with your application.

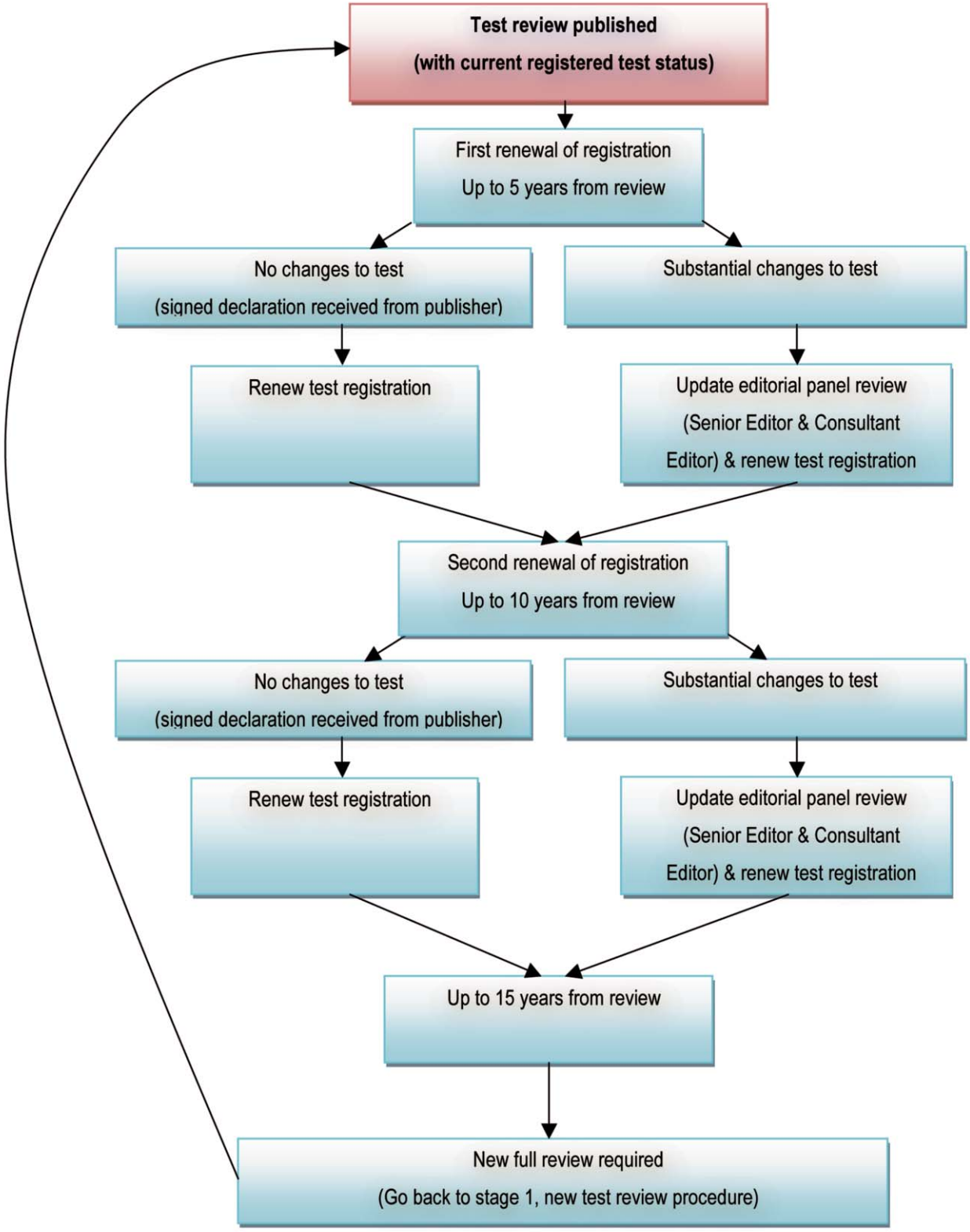
- **Step 5** can be completed by an administrator:
  Check the Schedule of Fees in Appendix D. These will vary according to whether you have reached the end of a five-year cycle, or are inside this timeframe.

Flowcharts summarising test review processes

New test review procedure flow chart


Stage 1: Test Registration
(Senior Editor)
Green rating
(Test meets criteria for registration)
Amber rating
(borderline)
Red rating
(Does not meet criteria)
Test registered
Passed to review
Not registered
Stage 2: Editorial Panel review
2 reviewers, Consultant Editor & Senior Editor
Factual checking
Publisher denies publication of review
Publisher accepts publication of review
Not published and test registration removed
Published & if not already registered, check it meets criteria. Licence to distribute test review issued

Submitting for re-registration of a test following a five-year cycle – Editorial Panel Review Update


Test review published
(with current registered test status)
First renewal of registration
Up to 5 years from review
No changes to test
(signed declaration received from publisher)
Substantial changes to test
Renew test registration
Update editorial panel review
(Senior Editor & Consultant
Editor) & renew test registration
Second renewal of registration
Up to 10 years from review
No changes to test
(signed declaration received from publisher)
Substantial changes to test
Renew test registration
Update editorial panel review
(Senior Editor & Consultant
Editor) & renew test registration
Up to 15 years from review
New full review required
(Go back to stage 1, new test review procedure)

Appendix A: Application Form and Terms and Conditions

Company details

Please complete the details below

Company or Business Name: .....

BPS Reference Number (if applicable): .....

Company address:

.....

.....

.....

Postcode: .....

Company telephone number: .....

Company email address: .....

Company website: .....

We will need to correspond with you during the test registration and test review process.
Your details will not be released to any third party and are for office use only.

Name of Administrator overseeing application for test registration and test review:

.....

Administrator's job title:.....

Administrator's email address:.....

Administrator's direct dial number: .....

Terms and Conditions and statement from test publishers/distributors

Please read the terms and conditions relating to the test review process and sign to indicate your agreement to the terms. No consideration of test materials will be made without a signed terms and conditions statement.

I understand that:

- Only test materials available/published in the UK, or intended for publication and sale in the UK can enter the test review process.
- As a general rule the submission of four sets of test materials is required from a test publisher/distributor in order to submit for test review. The test materials will be retained by the Test Reviews Editorial Panel at the end of the process.
- I have the right to determine whether certain test materials are commercially sensitive. I will have the opportunity to highlight these to the BPS and the Test Reviews Editorial Panel will be informed and asked to sign a non-disclosure agreement. If I request that the test materials are returned to me at the end of the review process, I will organise a courier to return the materials and will bear the cost of this. Please contact the BPS in relation to this, at the point of application.
- The Test Reviews Editorial Panel is required to declare any intellectual or commercial relationship with a test/test publisher and that this may mean that an alternative reviewer/editor will be allocated a specific test in their place.
- The identity of the test reviewers and Consultant Editor involved in the review of a test will remain confidential up to the point of a published editorial panel test review. Any contact from a publisher in relation to test review must be directed via the contact in the PTC.
- There is a fee payable of £510 for the later submission of updated or amended test materials to consider in the test review process. This is payable once a review is underway and the fee must be paid before continuation of the test review.
- I have the right to withdraw a draft Editorial Panel Test Review from publication. In this case the Society will indicate on the PTC website that the review has not been published. A statement indicating that there are a variety of reasons why a review may not have been published will appear on the website, and enquirers will be directed to the publisher if they wish to seek further clarification. In addition the BPS will remove registered test status from the test and the right to use the BPS registered test logo will be removed from the publisher. I understand that if I request all test materials to be returned that I will arrange for a courier to collect the materials and will meet the cost for this.
- Upon award of a Certificate of Test Registration, the test publisher/distributor can affix to the test in paper or electronic form a notice that the instrument has been registered as a test by the PTC, and can use the BPS registered test logo, as a ‘quality mark’.
- A full copy of the wording on a Certificate of Test Registration must be accessible to test takers, either in print on the test booklet or as an on-screen page for a computer-based or online test. The Certificate of Test Registration and the associated BPS registered test logo shall relate only to the test which has been registered, and only to the language version covered in the submission to the BPS. It shall not be deemed to be an endorsement or registration of the author, publisher or distributor, and may not be used in that way.
- A Certificate of Test Registration and an Editorial Panel Review of a test will relate specifically to the English language version and this should be made explicit to clients and enquirers by the test publisher/distributor if they are granted a Certificate of Test Registration and a License to Distribute Test Reviews.
- A test can be registered for a five year period and is subject to a re-registration and renewal process thereafter. Should renewal fees remain unsettled beyond the settlement period the test will be removed from the list of registered tests on the PTC website and the use of the logo by the publisher must be suspended. The test review will also be removed from the PTC website. Should a publisher subsequently settle their fee at a later point (within a maximum of 12 months), the logo for the specific test shall be reinstated on the PTC website and the publisher informed. The five year registration period is calculated from the original date of expiry and not from the subsequent late payment date.

- Tests which have undergone substantive changes which are inside a five-year test registration cycle, or are awaiting re-registration at the end of a five year cycle, will first be considered for an Editorial Panel Review Update. Should the Senior Test Reviews Editor and Consultant Editor consider that the substantive changes are such that a full Editorial Panel Test Review is required, the test publisher/ distributor will be advised of this. There will be a difference in fees payable by the publisher/ distributor in this eventuality.
- For the period in which a test review is published on the PTC website, a test publisher will be required to hold an annually renewable subscription for an enhanced entry on the Directory of Test Publishers/Test Distributors. Failure to maintain an enhanced entry on the directory will mean the removal from the PTC website of registered test status and a published test review.
  Should a publisher subsequently settle their fee at a later point (within a maximum of 12 months), the logo for the specific test shall be reinstated on the PTC website, the review published again on the website and the publisher informed. Your Certificate of Test Registration expiry date will not be extended in such circumstances.

Please sign the statement below:
I confirm that the consent of the copyright holder to submit the test ..... into the BPS test review process has been obtained.

I agree to the terms and conditions for test registration and review above.

Print name:..... **Position:** .....

Signature:..... **Date:** .....

Appendix B: Factual Information form for submission into the test review process

To submit your test into the test review process, please complete the Factual Information Form below.

Reference numbers in the left-hand column relate to criteria in the EFPA Model for the Description and Evaluation of Tests. Please see the PTC website www.psychtesting.org.uk for details.

N.B. If you have applied for re-registration of a test because there have been substantive changes made to it, and now also need to submit the test for an Editorial Panel Review Update, please view Appendix C for the appropriate pro forma to complete and return in this instance.

Section 1: Description of the Instrument: General information and classification

1.1	Instrument name (local version)	
	Short version test name	
1.2	Original test name (if the local version is an adaptation	
1.4	Authors of the original test	
1.3	Authors of the local ldaptation	
1.7	Local test publisher/distributor	
1.8	Publisher of the original version of the test (if different to current publisher/ distributor	
1.9.1	Date of publication of current revision/ edition	
1.9.2	Date of publication of adaptation for local use	
1.9.3	Date of publication of original test	

Section 2: Classification

1.10.1	**Contents domain** *(please tick those that apply)* You should identify the content domains specified by the publisher. Where these are not clear, this should be indicated and you should judge from the information provided in the manual (standardisation samples, applications, validation, etc.) what the most appropriate answers are for 1.10.1.	☐ Scholastic attainment ☐ General ability ☐ Verbal ability ☐ Numerical ability ☐ Spatial ability ☐ Non-verbal ability ☐ Perceptual speed ☐ Memory ☐ Manual skills/dexterity ☐ Personality – Trait ☐ Personality – Type ☐ Personality – State ☐ Cognitive Styles ☐ Motivation ☐ Values ☐ Interests ☐ Beliefs ☐ Disorder and pathology ☐ Group function ☐ Family function ☐ Organisational function, aggregated measures, climate, etc. ☐ School or educational function ☐ Other (describe below)
1.10.2	**Intended or Main Area (s) of Use** *(please tick those that apply)* You should identify the intended areas of uses specified by the publisher. Where these are not clear, this should be indicated and you should judge from the information provided in the manual (standardisation samples, applications, validation, etc.) what the most appropriate answers are for 1.10.2.	☐ Psycho-clinical ☐ Psycho-neurological ☐ Forensic ☐ Educational ☐ Work and Occupational ☐ Counselling, advice, guidance and career choice ☐ General health, life and well-being ☐ Sports and Leisure ☐ Other (describe below)
1.10.3	**Intended Mode of Use (conditions under which the instrument was standardised and validated)** *(tick one box only)* This section is important as it identifies whether the instrument has been designed with the intention of it being used in unsupervised or uncontrolled administration conditions. This item should be answered from information provided by the publisher and checked for accuracy.	☐ Unsupervised administration without control over the identity of the test taker and without full control over the conditions of administration (e.g. open access internet delivered test; test available for purchase from bookstores) ☐ Controlled by unsupervised administration. Control over conditions (timing, etc.) and some control of identify of the test taker (e.g. tests administered over the internet but only to known individuals – password restricted access) ☐ Supervised and controlled administration. Test administration under the control of a qualified administrator or proctor ☐ Managed administration. Test administration only provided through specified testing centres (e.g. licensing

Section 2: Classification *(continued)*

		and certification assessment programmes)
1.10.4	**Description of the populations for which the test is intended** For some tests this may be very general (e.g. adults), for others it may be more specific (e.g. manual workers or boys aged 10 to 14).	
1.10.5	**Number of scales and brief description of the variable or variables measured by the instrument** This item should be answered from information provided by the publisher. Please indicate the number of scales (if more than one) and provide a brief description of each scale if its meaning is not clear from its name. Reviews of the instrument should include discussion of other derived scores where these are commonly used with the instrument and are described in the standard documentation, for example, 16PF criterion scores and Adjustment Specification Equation scores – but not scales which are 'add-ons', for example, the use of 16PF or OPQ scores to generate Belbin team-type measures.	
1.11	**Items format** *(select one)* This item should be answered from information provided by the publisher. Note that it is important not to confuse multiple choice same scale with multiple choice different scale item formats. The latter, ipsative, formats require test takers to make choices between sets of two or more items drawn from *different* scales. For 'Forced-choice mixed-scale alternatives', the test taker has to select which of two scales are more like them or with which of two statements they most agree. For multiple-choice version, there may be three or more statements drawn from an equivalent number of different scales. Typically these statements may have to be ranked or the most- and least-like-me options selected.	☐ Open ☐ Multiple choice, same scale alternatives ☐ Bipolar adjectives ☐ Likert ratings ☐ Forced choice, mixed scale alternatives (ipsative) – see Notes for explanation. ☐ Multiple choice, mixed scale alternatives (ipsative) – see Notes for explanation. ☐ Adjective pair of sets, mixed scales (ipsative) ☐ Other (describe below)
1.12	**Number of test items** This item should be answered from information provided by the publisher. If the instrument has several scales, make clear whether you are indicating the total number of items or the number of items for each scale. Where items load on more than one scale, this should be documented.	

Section 2: Classification *(continued)*

1.13	**Administration Mode(s)** This item should be answered from information provided by the publisher. If any special pieces of equipment (other than those indicated in the list of options, e.g. VCR, tape recorder) are required, they should be described here. In addition, any special testing conditions should be described. 'Standard testing conditions' are assumed to be available for proctored/ supervised assessment. These would include a quiet, well-lit and well-ventilated room with adequate desk-space and seating for the necessary administrator(s) and candidate(s).	☐ Interactive individual administration ☐ Supervised group administration ☐ Computerised locally-installed application – supervised/proctored ☐ Computerised web-based application – supervised/proctored ☐ Computerised locally-installed application – unsupervised/ self-assessment ☐ Computerised web-based application – unsupervised/self-assessment ☐ Other (indicate)
1.14	**Response Mode** This item should be answered from information provided by the publisher. If any special pieces of equipment (other than those indicated in the list of options, e.g. VCR, tape recorder) are required, they should be described here. In addition, any special testing conditions should be described. 'Standard testing conditions' are assumed to be available for proctored/ supervised assessment. These would include a quiet, well-lit and well-ventilated room with adequate desk-space and seating for the necessary administrator(s) and candidate(s).	☐ Oral interview ☐ Paper and pencil ☐ Manual operations ☐ Computerised ☐ Other (indicate)
1.15	**Time required for administering the instrument** This item should be answered from information provided by the publisher. The response to this item can be broken down into a number of components. In most cases, it will only be possible to provide general estimates of these rather than precise figures. The aim is to give the potential user a good idea of the time investment associated with using this instrument. Do NOT include the time needed to become familiar with the instrument itself. Assume the user is experienced and qualified. Preparation time (the time it takes the administrator to prepare and set out the materials for an assessment session). ● Administration time per session: This includes the time taken to complete all the items and an estimate of the time required to give instructions, work through example items and deal with any debriefing comments at the end of the session.	Preparation: ☐ Administration: ☐ Scoring: ☐ Analysis: ☐ Feedback: ☐

	• Scoring: The time taken to obtain the raw-scores. • Analysis: The time taken to carry out further work on the raw scores to derive other measures and to produce a reasonably comprehensive interpretation (assuming you are familiar with the instrument). • Feedback: The time required to prepare and provide feedback to a candidate. It is recognised that time for the last two components could vary enormously – depending on the context in which the instrument is being used. However, some indication or comments will be helpful.	
1.16	Indicate whether different forms of the instrument are available (genuine or pseudo-parallel forms, short versions, computerised versions, etc.). If computerised versions do exist, describe briefly the software and hardware requirements. Report whether or not there are alternative versions (forms) of the instrument available and describe the applicability of each form for different groups of people. In some cases, different forms of an instrument are meant to be equivalent to each other, that is, alternate forms. In other cases, various forms may exist for quite different groups (e.g. a children's form and an adult's form). Where more than one form exists, indicate whether these are equivalent/alternate forms, or whether they are designed to serve different functions, for example, short and long version; ipsative and normative version.	

Section 3: Measurement and Scoring

1.17	**Scoring procedure for the test** This item should be completed by reference to the publisher's information and the manuals and documentation. Bureau services are services provided by the supplier – or some agent of the supplier – for scoring and interpretation. In general these are optional services. If scoring and/or interpretation can be carried out ONLY through a bureau service, then this should be stated in the review – and the costs included in the recurrent costs section.	☐ Computer scoring with direct entry of responses by test taker ☐ Computer scoring with manual entry of responses from the paper response form ☐ Computer scoring by Optical Mark Reader entry of responses from the paper response form ☐ Simple manual scoring key – clerical skills only required ☐ Complex manual scoring – requiring training in the scoring of the instrument ☐ Bureau-service – for example, scoring by the company selling the instrument ☐ Other (describe below)
1.18	**Scores** This item should be completed by reference to the publisher's information and the manuals and documentation. Brief description of the scoring system to obtain global and partial scores, correction for guessing, qualitative interpretation aids, etc.	
1.19	**Score transformation for standard scores**	☐ Normalised – scores obtained by use of normalisation look-up table ☐ Not-normalised – scores obtained by linear transformation
1.20	**Scales used** *(tick all that apply)* This item should be completed by reference to the publisher's information and the manuals and documentation.	*Percentile Based Scores* ☐ Centiles ☐ 5-grade classification: 10:20:40:20:10 centile splits ☐ Deciles, and other equi-percentile classifications *Standard Scores* ☐ *Z*-scores ☐ IQ deviation quotients, etc. (e.g. mean 100, SD=15 for Weschler or 16 for Stanford-Binet) ☐ College Entrance Examination Board (e.g. SAT mean=500, SD=100) ☐ Stens, ☐ Stanines, *C*-scores ☐ *T*-scores ☐ Other (please describe)

Section 4: Computer-generated reports

Note that this is purely descriptive. Evaluations of the reports would be part of the Evaluation section of the review.

For instances where there are multiple generated reports available please complete items below for each report (please copy pages if necessary), This classification system could be used to describe two reports provided by a system, for example, Report 1 may be intended for the test taker or other untrained users, and Report 2 for a trained test user who is competent in the use of the instrument and understands how to interpret it.

1.21	**Are computer-generated reports available with the instrument?** If the answer to 1.21 is 'YES' then the following classification should be used to classify the types of reports available. For many instruments, there will be a range of reports available. Please complete a separate form for each report.	☐ Yes (complete sections below) ☐ No (move to section 1.23)
	Number of computer-generated reports available?	
1.21.0	**Name or description of report** *(see introduction to this section)*	
1.21.1	**Media** *(select one)* Reports may consist wholly of text or contain text together with graphical or tabular representations of scores (e.g. sten profiles). Where both text and data are presented, these may simply be presented in parallel or may be linked, so that the relationship between text statements and scores is made explicit.	☐ Text only ☐ Unrelated text and graphics ☐ Integrated text and graphics ☐ Graphics only
1.21.2	**Complexity** *(select one)* Some reports are very simple, for example, just substituting a text unit for a sten score in a scale-by-scale description. Others are more complex, involving text units which relate to patterns or configurations of scale scores and which consider scale interaction effects.	☐ Simple (For example, a list of paragraphs giving scale descriptions) ☐ Medium (A mixture of simple descriptions and some configural descriptions) ☐ Complex (Contains descriptions of patterns and configurations of scale scores, and scale interactions)
1.21.3	**Report structure** *(select one)* Structure is related to complexity.	☐ Scale-based (where the report is built around the individual scales) ☐ Factor-based (where the report is constructed around higher order factors – such as the 'Big Five' for personality measures. ☐ Construct-based – where the report is built around one or more sets of constructs (e.g. in a work setting these could be such as team types, leadership styles, tolerance to stress, etc.) which are linked to the original scale scores. ☐ Criterion-based where the reports focuses on links with empirical outcomes (e.g. training potential, job performance, absenteeism, etc.). ☐ Other

Section 4: Computer Generated Reports *continued*

1.21.4	**Sensitivity to context** *(select one)* When people write reports they tailor the language, form and content of the report to the person who will be reading it and take account of the purpose of the assessment and context in which it takes place. A report produced for selection purposes will be different from one written for guidance or development; a report for a middle-aged manager will differ from that written for a young person starting out on a training scheme and so on.	☐ One version for all contexts ☐ Pre-defined context-related versions ☐ User definable contexts and editable reports
1.21.5	**Clinical-actuarial** *(select one)* Most reports systems are based on clinical judgment. That is, one or more people who are 'expert-users' of the instrument in question will have written the text units. The reports will, therefore, embody their particular interpretations of the scales. Some systems include actuarial reports where the statements are based on empirical validation studies linking scale scores to, for example, job performance measures.	☐ Based on clinical judgement of one expert ☐ Based on empirical/actuarial relationships ☐ Based on clinical judgement of group of experts
1.21.6	**Modifiability** *(select one)* The report output is often fixed. However, some systems will produce output in the form of a file that can be processed by the user.	☐ Not modifiable (fixed print-only output) ☐ Limited modification (limited to certain areas, e.g. biodata fields) ☐ Unlimited modification (e.g. through access to Word Processor document file)
1.21.7	**Degree of Finish** *(select one)* A related issue is the extent to which the system is designed to generate integrated text – in the form of a ready-to-use report – or a set of 'notes', comments, hypotheses, etc. The latter is clearly of far more use when the text is available to the user in modifiable form and can form the basis for the user's own report. In many cases, reports are designed to a very high standard of presentation, having a 'published' appearance and quality.	☐ Publication quality ☐ Draft quality
1.21.8	**Transparency** *(select one)* Systems differ in their openness or transparency to the user. An open system is one where the link between a scale score and the text is clear and unambiguous. Such openness is only possible if both text and scores are presented and the links between them made explicit. Other systems operate as 'black boxes', making it difficult for the user to relate scales scores to text.	☐ Clear linkage between constructs scores and text ☐ Concealed link between constructs, scores and text ☐ Mixture of clear/concealed linkage betweenconstructs, scores and text

Section 4: Computer Generated Reports *continued*

1.21.9	**Style and tone** (select one) Systems also differ in the extent to which they offer the report reader guidance or direction. Some are stipulative: 'Mr X is very shy and will not make a good salesman…'. Others are designed to suggest hypotheses or raise questions: 'From his scores on scale Y, Mr X appears to be very shy. If this is the case, he could find it difficult working in a sales environment. This needs to be explored further with him.'	□ Directive □ Guidance □ Other
1.21.10	**Intended recipients** *(select all that apply)* Reports are generally designed to address the needs of one or more categories of users. Users can be divided into four main groups: (a) *Qualified test users.* These are people who are sufficiently knowledgeable and skilled to be able to produce their own reports based on scale scores. They should be able to make use of reports that use technical psychometric terminology and make explicit linkages between scales and descriptions. They should also be able to customise and modify reports. (b) *Qualified system users.* While not competent to generate their own reports from a set of scale scores, people in this group are competent to use the outputs generated by the system. The level of training required to attain this competence will vary considerably, depending on the nature of the computer reports (e.g. trait-based versus competency-based, simple or complex) and the uses to which its reports are to be put (low stakes or high stakes). (c) *Test takers.* The person who takes the instrument will generally have no prior knowledge of either the instrument or the type of report produced by the system. Reports for them will need to be in language that makes no assumptions about psychometric or instrument knowledge. (d) *Third parties.* These include people – other than the candidate – who will be privy to the information presented in the report or who may receive a copy of the report. They may include potential employers, a person's manager or	□ Qualified test users □ Qualified system users □ Test takers □ Third parties

Section 4: Computer Generated Reports *continued*

	supervisor or the parent of a young person receiving careers advice. The level of language required for people in this category would be similar to that required for reports intended for Test takers.	
1.22	**Do distributors offer a service to correct and/or develop computerised reports?** *(select one)*	☐ Yes ☐ No

Section 5: Supply, Condition and Costs

1.23	**Documentation provided by the distributor as part of the test package** *(select all that apply)*	☐ User manual ☐ Technical (psychometric) manual ☐ Supplementary technical information and updates (e.g. local norms, local validation studies, etc.) ☐ Books and articles of related interest ☐ Combinations of the above (specify)
1.24	**Methods of publication** *(select all that apply)* For example, technical manuals may be kept up-to-date and available for downloading from the internet, while user manuals are provided in paper form or on a CD.	☐ Paper ☐ PC – Diskettes ☐ PC – CD/ROM ☐ Internet download ☐ Live internet (instrument runs in a web browser) ☐ Other (specify)
1.25.1	**Start-up costs** Price of a complete set of materials (all manuals and other material sufficient for at least one sample administration). Specify how many candidates could be assessed with the materials obtained for start-up costs, where these costs include materials for recurrent assessment This item should try to identify the 'set-up' cost. That is the costs involved in obtaining a full reference set of materials, scoring keys and so on. It only includes training costs if the instrument is a 'closed' one – where there will be an **unavoidable** specific training cost, regardless of the prior qualification level of the user. In such cases, the training element in the cost should be made explicit. The initial costs do NOT include costs of general-purpose equipment (such as computers, cassette tape recorders and so on). However, the need for these should be mentioned. In general, define: any special training costs; costs of administrator's manual; technical manual(s); specimen or reference set of materials; initial software costs, etc.	

Section 5: Supply, Condition and Costs *continued*

1.25.2	**Recurrent costs** This item is concerned with the ongoing cost of using the instrument. It should give the cost of the instrument materials (answer sheets, non-reusable or reusable question booklets, profile sheets, computer usage release codes or 'dongle' units, etc.) per person per administration. Note that in most cases, for paper-based administration such materials are not available singly but tend to be supplied in packs of 10, 25 or 50. Itemise any annual or per capita licence fees (including software release codes where relevant), costs of purchases or leasing re-usable materials, and per candidate costs of non-reusable materials.	
1.26.1	**Prices for reports generated by user installed software**	
1.26.2	**Prices for reports generated by postal/ fax bureau service**	
1.26.3	**Prices for reports by internet service**	
1.27	**Prices for other bureau services: Correcting or developing automatic reports**	
1.28	**Test-related qualifications required by the supplier of the test** *(select all that apply)* 1.28 concerns the user qualifications required by the supplier. Where the qualification requirements are not clear this should be stated under 'Other' not under 'None'. 'None' means that there is an explicit statement regarding the lack of need for qualification.	☐ None ☐ Test specific accreditation ☐ Accreditation in general achievement testing: measures of maximum performance in attainment ☐ Accreditation in general ability and aptitude testing: measures of maximum performance in relation to potential for attainment ☐ Accreditation in general personality and assessment: measures of typical behaviour, attitudes and preferences ☐ Other (specify)
1.29	**Professional qualifications required for use of the instrument** *(select all that apply)* 1.29 concerns the user qualifications required by the supplier. For this section, where the publisher has provided user qualification information, this should be noted against the categories given. Where the qualification requirements are not clear this should be stated under 'Other' not under 'None'. 'None' means that there is an explicit statement regarding the lack of need for qualification.	☐ None ☐ Practitioner psychologist with qualification in the relevant area of application ☐ Practitioner psychologist ☐ Research psychologist ☐ Non-psychologist academic researcher ☐ Practitioner in relevant related professions (therapy, medicine, counselling, education, human resources, etc.) ☐ Holder of BPS Certificate of Registration in Test User Occupational Ability (formerly Level A)

Section 5: Supply, Condition and Costs *continued*

		☐ Holder of BPS Certificate of Registration in Test User Educational Ability (formerly CCET/Level A Educational) ☐ Holder of BPS Certificate of Registration in Test User Occupational Personality (formerly Level B) ☐ Other (indicate)

Appendix C: Editorial Panel Review Update Pro Forma

This form is for the purpose of submitting for an Editorial Panel Review Update where there is already a published test review appearing on the PTC website, but a publisher/distributor has made substantive changes to the test since the publication of the initial review.

1. Please answer all of Sections 1 to 5, even if there have been no factual changes.
2. If there is new information, please highlight the items that have changed and note in the table any information that may be relevant. Otherwise, please leave these sections blank.
3. Where there are changes to items, scoring or computer-generated reports please send relevant documents to support this.
4. For Sections 6 and 7 **if you have made changes**,
   - in the first column (rating in last review) give the star rating allocated for the item in the last review, or the verbal judgement made, and enclose supporting documentation in a copy of your manuals.
   - Do not indicate what you would like the new rating to be.
   - For any amendments/further information supplied/or further studies that are relevant to the item, please indicate what these are in the column on the right, with dates and page references to your manuals where appropriate.
   - Do not send research articles without stating where they are relevant and where the relevant information can be found.

Section 1: Description of the Instrument – General information and classification

Please answer all boxes even if there have been no factual changes.

	Date of current review	
	Instrument name (local version)	
	Original test name (if the local version is an adaptation)	
	Do you have permission of the copyright holder for this update?	
1.4	Authors of the original test	
1.3	Authors of the local adaptation	
1.7	Local test publisher/distributor	
1.8	Publisher of the original version of the test (if different to current publisher/ distributor	
1.9.1	Date of publication of current revision/ edition	
1.9.2	Date of publication of adaptation for local use	
1.9.3	Date of publication of original test	

Section 2: Classification

Only indicate those items that have changed from the previous test review.

1.10.1	Contents domain	☐ Scholastic attainment ☐ General ability ☐ Verbal ability ☐ Numerical ability ☐ Spatial ability ☐ Non-verbal ability ☐ Perceptual speed ☐ Memory ☐ Manual skills/dexterity ☐ Personality – Trait ☐ Personality – Type ☐ Personality – State ☐ Cognitive Styles ☐ Motivation ☐ Values ☐ Interests ☐ Beliefs ☐ Disorder and pathology ☐ Group function ☐ Family function ☐ Organisational function, aggregated measures, climate, etc. ☐ School or educational function ☐ Other (describe below)
1.10.2	**Intended or Main Area (s) of Use** *Only indicate those that have changed.*	☐ Psycho-clinical ☐ Psycho-neurological ☐ Forensic ☐ Educational ☐ Work and Occupational ☐ Counselling, advice, guidance and career choice ☐ General health, life and well-being ☐ Sports and Leisure ☐ Other (describe below)
1.10.3	**Intended Mode of Use (conditions under which the instrument was standardised and validated)** *Only indicate those that have changed.*	☐ Unsupervised administration without control over the identity of the test taker and without full control over the conditions of administration (e.g. open access internet delivered test; test available for purchase from bookstores) ☐ Controlled by unsupervised administration. ☐ Control over conditions (timing, etc.) and some control of identify of the test taker (e.g. tests administered over the internet) but only to known individuals – password restricted access) ☐ Supervised and controlled administration ☐ Test administration under the control of a qualified administrator or proctor

Section 2: Classification *continued*

		☐ Managed administration. Test administration only provided through specified testing centres (e.g. licensing and certification assessment programmes)
1.10.4	**Description of the populations for which the test is intended**	
1.10.5	**Number of scales and brief description of the variable or variables measured by the instrument**	
1.11	**Items format** *(select one)* *Only indicate if these have changed.*	☐ Open ☐ Multiple choice, same scale alternatives ☐ Bipolar adjectives ☐ Likert ratings ☐ Forced choice, mixed scale alternatives (ipsative) – see Notes for explanation. ☐ Multiple choice, mixed scale alternatives (ipsative) – see Notes for explanation ☐ Adjective pair of sets, mixed scales (ipsative) ☐ Other (describe below)
1.12	**Number of Test Items**	
1.13	**Administration Mode(s)**	☐ Interactive Individual Administration ☐ Supervised Group Administration ☐ Computerised locally-installed application – supervised/proctored ☐ Computerised web-based application – supervised/proctored ☐ Computerised locally-installed application – unsupervised/ self-assessment ☐ Computerised web-based application – unsupervised/self-assessment ☐ Other (indicate)
1.14	**Response Mode**	☐ Oral interview ☐ Paper and pencil ☐ Manual operations ☐ Computerised ☐ Other (indicate)
1.15	**Time required for administering the instrument**	☐ Preparation ☐ Administration ☐ Scoring ☐ Analysis ☐ Feedback

1.16	Indicate whether different forms of the instrument are available(genuine or pseudo-parallel forms, short versions, computerised versions, etc.). If computerised versions do exist, describe briefly the software and hardware requirements. Report whether or not there are alternative versions (forms) of the instrument available and describe the applicability of each form for different groups of people. In some cases, different forms of an instrument are meant to be equivalent to each other, that is, alternate forms. In other cases, various forms may exist for quite different groups (e.g. a children's form and an adult's form). Where more than one form exists, indicate whether these are equivalent/alternate forms, or whether they are designed to serve different functions, for example, short and long version; ipsative and normative version.	

Section 3: Measurement and Scoring

Only indicate those items that have changed from the previous test review.

1.17	**Scoring procedure for the test**	☐ Computer scoring with direct entry of responses by test taker ☐ Computer scoring with manual entry of responses from the paper response form ☐ Computer scoring by Optical Mark Reader entry of responses from the paper response form ☐ Simple manual scoring key – clerical skills only required ☐ Complex manual scoring – requiring training in the scoring of the instrument ☐ Bureau-service, for example, Scoring by the company selling the instrument ☐ Other (describe below
1.18	**Scores** Brief description of the scoring system to obtain global and partial scores, correction for guessing, qualitative interpretation aids, etc.).	
1.19	**Score transformation for standard scores**	☐ Normalised – scores obtained by use of normalisation look-up table ☐ Not-normalised – scores obtained by linear transformation
1.20	**Scales used** *(tick all that apply)*	☐ Centiles ☐ 5-grade classification: 10:20:40:20:10 centile splits ☐ Deciles, and other equi-percentile classifications ☐ Standard scores ☐ *Z*-scores ☐ IQ deviation quotients, etc. (e.g. mean 100, SD=15 for Weschler or 16 for Stanford-Binet) ☐ College Entrance Examination Board (e.g. SAT mean=500, SD=100) ☐ Stens, ☐ Stanines, *C*-scores ☐ *T*-scores ☐ Other (please describe)

Section 4: Computer-generated reports

After completing 1.2.1 and 1.22, only indicate those items that have subsequently changed since the previous test review.

1.21	**Are Computer-generated reports available with the instrument?**	☐ Yes (complete sections below) ☐ No (move to Section 5)
1.21.0	**Name or description of Report** Please repeat this section for each new report and include a copy of the new report)	
1.21.1	**Media** *(select one)*	☐ Text only ☐ Unrelated text and graphics ☐ Integrated text and graphics ☐ Graphics only
1.21.2	**Complexity** *(select one)*	☐ Simple (For example, a list of paragraphs giving scale descriptions) ☐ Medium (A mixture of simple descriptions and some configural descriptions)
1.21.3	**Report structure** *(select one)*	☐ Scale-based where the report is built around the individual scales) ☐ Factor-based where the report is constructed around higher order factors such as the 'Big Five' for personality measures ☐ Construct-based where the report is built around one or more sets of constructs (e.g. in a work setting these could be such as team types, leadership styles, tolerance to stress, etc.) which are linked to the original scale scores ☐ Criterion-based where the reports focuses on links with empirical outcomes (e.g. training potential, job performance, absenteeism, etc.) ☐ Other
1.21.4	**Sensitivity to context** *(select one)*	☐ One version for all contexts ☐ Pre-defined context-related versions ☐ User definable contexts and editable reports
1.21.5	**Clinical-actuarial** *(select one)*	☐ Based on clinical judgement of one expert ☐ Based on empirical/actuarial relationships ☐ Based on clinical judgement of group of experts
1.21.6	**Modifiability** *(select one)*	☐ Not modifiable (fixed print-only output) ☐ Limited modification (limited to certain areas, e.g. biodata fields) ☐ Unlimited modification (e.g. through access to Word Processor document file)
1.21.7	**Degree of Finish** *(select one)*	☐ Publication quality ☐ Draft Quality

Section 4: Computer Generated Reports *continued*

1.21.8	**Transparency** *(select one)*	☐ Clear linkage between constructs scores and text ☐ Concealed link between constructs, scores and text ☐ Mixture of clear/concealed linkage between constructs, scores and text
1.21.9	**Style and Tone** *(select one)*	☐ Directive ☐ Guidance ☐ Other
1.21.10	**Intended recipients** *(select all that apply)*	☐ Qualified test users ☐ Qualified system users ☐ Test takers ☐ Third parties
1.22	**Do distributors offer a service to correct and/or develop computerised reports?** *(select one)*	☐ Yes ☐ No

Section 5: Supply, condition and costs

Please do not include documents and manuals which are only used for training and development. Please complete 1.25.1, 1.25.2, 1.26.1, 1.26.2, 1.26.3 and 1.27 and other areas only where there have been subsequent changes to the test.

1.23	**Documentation provided by the distributor as part of the test package** *(select all that apply)*	☐ User manual ☐ Technical (psychometric) manual ☐ Supplementary technical information and updates (e.g. local norms, local validation) ☐ Books and articles of related interest ☐ Combinations of the above (specify)
1.24	**Methods of publication** *(select all that apply)*	☐ Paper ☐ PC – Diskettes ☐ PC – CD/ROM ☐ Internet download ☐ Live internet (instrument runs in a web browser) ☐ Other (specify)
1.25.1	**Start-up costs** Price of a complete set of materials (all manuals and other material sufficient for at least one sample administration). Specify how many candidates could be assessed with the materials obtained for start-up costs, where these costs include materials for recurrent assessment This item should try to identify the 'set-up' cost. That is the costs involved in obtaining a full reference set of materials, scoring keys and so on. It only includes training costs if the instrument is a 'closed' one – where there will be an unavoidable specific training	

	cost, regardless of the prior qualification level of the user. In such cases, the training element in the cost should be made explicit. The initial costs do NOT include costs of general-purpose equipment (such as computers, cassette tape recorders and so on). However, the need for these should be mentioned. In general, define: any special training costs; costs of administrator's manual; technical manual(s); specimen or reference set of materials; initial software costs, etc.	
1.25.2	**Recurrent costs** Specify, where appropriate, recurrent costs of administration and scoring separately from costs of interpretation. This item is concerned with the ongoing cost of using the instrument. It should give the cost of the instrument materials (answer sheets, non-reusable or reusable question booklets, profile sheets, computer usage release codes or 'dongle' units, etc.) per person per administration. Note that in most cases, for paper-based administration such materials are not available singly but tend to be supplied in packs of 10, 25 or 50. Itemise any annual or per capita licence fees (including software release codes where relevant), costs of purchases or leasing re-usable materials, and per candidate costs of non-reusable materials	
1.26.1	Prices for reports generated by user installed software	
1.26.2	Prices for reports generated by postal/ fax bureau service	
1.26.3	Prices for reports by internet service	
1.27	Prices for other bureau services: Correcting or developing automatic reports	
1.28	**Test-related qualifications required by the supplier of the test** *(select all that apply and only indicate those that have changed – if not please put in this box 'no changes')*	☐ None ☐ Test specific accreditation ☐ Accreditation in general achievement testing: measures of maximum performance in attainment ☐ Accreditation in general ability and aptitude testing: measures of maximum performance in relation to potential for attainment ☐ Accreditation in general personality and assessment: measures of typical behaviour, attitudes and preferences ☐ Other (specify)

Section 5: Supply, Condition and Costs *continued*

1.29	**Professional qualifications required for use of the instrument** *(select all that apply and only indicate those that have changed – if not please put in this box 'no changes')*	☐ None ☐ Practitioner psychologist with qualification in the relevant area of application ☐ Practitioner psychologist ☐ Research psychologist ☐ Non-psychologist academic researcher ☐ Practitioner in relevant related professions (therapy, medicine, counselling, education, human resources, etc.) ☐ Holder of BPS Certificates of Registration in Test User Occupational Ability (former Level A) ☐ Holder of BPS Certificates of Registration in Educational Testing - Ability/Attainment (formerly Level A) ☐ Holder of BPS Certificate of Registration in Test User Occupational Personality (formerly Level B) ☐ Other (please indicate)

In the sections that follow (Sections 6 and 7), **if you have made changes**, give the star rating allocated for the item in the last test review, or the verbal judgement made, in the first column. For any amendments/further information supplied/ or further studies that are relevant to the item, please indicate what these are in the column on the right, with dates and page references to your manuals where appropriate. Please do not indicate what you would like the new rating to be.

Section 6: Evaluation of Test Materials

		Rating in last test review	Changes/new information with date and document and page reference
	Quality of the explanation of the rationale, the presentation and the quality of information provided		
2.1	**Overall rating of the quality of the explanation of the rationale**		
2.1.1	(i) Theoretical foundations of the constructs		
2.1.2	(ii) Test development procedure		
2.1.3	(iii) Thoroughness of the item analyses and item analysis model		
2.1.4	(iv) Explanation of content validity		
2.1.5	(v) Summary of relevant research		
2.2	**Adequacy of documentation available to the user (user and technical manuals, norm supplements, etc.)**		
2.2.1	**Rationale** (see rating 2.1) Well-argued and clearly presented description of what is designed to measure and why it was constructed as it was		
2.2.2	**Development** Full details of item sources, piloting, item analyses, comparison studies and changes made during development trials		
2.2.3	**Standardisation** Clear and detailed information provided about sizes and sources of standardisation sample and standardisation procedure		
2.2.4	**Norms** Clear and detailed information provided about sizes and sources of norms groups, conditions of assessment, etc.		
2.2.5	**Reliability** Good explanation of reliability and a comprehensive range of internal consistency and retest measures provided with explanations of their relevance, and the generalisability of the assessment instrument		
2.2.6	**Validity** Good explanation of validity with a wide range of studies clearly and fairly described		
2.3	**Quality of the procedural instructions provided for the user** This overall rating is obtained by using judgment based on the ratings given for items 2.3.1 to 2.3.7		

Section 6: Evaluation of Test Materials *continued*

2.3.1	**For test administration** Clear and detailed explanations and step-by-step procedural guides provided, with good detailed advice on dealing with candidates' questions and problem situations		
2.3.2	**For test scoring, norming, etc.** Clear and detailed information provided, with checks described to deal with possible errors in scoring		
2.3.3	**For interpretation and reporting** Detailed advice on interpreting different scores, understanding normative measures and dealing with relationships between different scales, with plenty of illustrative examples and case studies		
2.3.4	**For providing feedback and debriefing test takers and others** Detailed advice on how to present feedback to candidates		
2.3.5	**For providing good practice issues on fairness and bias** Detailed information reported about sex and ethnic bias studies, with relevant warnings about use and generalisation of validities		
2.3.6	**Restrictions on use** Clear descriptions of who should and who should not be assessed, with well-explained justifications for restrictions (e.g. types of disability, literacy levels required, etc.)		
2.3.7	**References and supporting materials** Detailed references to the relevant supporting academic literature and cross-references to other related assessment instrument materials		
	Quality of the materials This overall rating is obtained by using judgment based on the ratings given for items 2.4 to 2.8		
2.4	General quality of test materials (test booklets, answer sheets, test objects, software, etc.)		
2.5	Test quality of the local adaptation (if the test has been translated and adapted into the local language)		
2.6	Ease with which the test taker can understand the task		
2.7	Ease with which responses or answers can be made by the test taker		
2.8	Quality of the items		

Section 7: Evaluation

		Rating in last test review	Changes/new information with date and document and page reference
	Evaluation of technical information: Overall adequacy This overall rating is obtained by using judgment based on the ratings given for items 2.9 to 2.11		
2.9	**Norms or reference group information: Overall adequacy**		
2.9.1	Appropriateness for local use, whether local or international norms		
2.9.2	Appropriateness for intended applications		
2.9.3	Sample sizes		
2.9.4	Procedures used in sample selection *(select one)* ● No information is supplied ● Representative of population ● Incidental ● Random		
2.9.5	Quality of information provided about minority/protected group differences, effects of age, gender, etc.		
2.10	**Validity: Overall adequacy** This overall rating is obtained by using judgment based on the ratings given for items 2.10.1 to 2.10.2.4		
2.10.1	**Construct validity: Overall adequacy** This overall rating is obtained by using judgment based on the ratings given for items 2.10.1.2 to 2.10.1.6		
2.10.1.1	Designs used *(tick as many as are applicable)* ● No information is supplied ● Correlations with other instruments and performance criteria ● Intra-scale (item-rest correlations) ● Differences between groups ● Matrix multi-trait – multi-method ● Exploratory factor analysis ● Confirmatory factor analysis ● Experimental designs ● Other (please indicate)		
2.10.1.2	Sample sizes		
2.10.1.3	Procedure of sample selection *(select one)* ● No information is supplied ● Representative of population ● Incidental ● Random		
2.10.1.4	Median and range of the correlations between the test and other similar tests		

2.10.1.5	Quality of instruments as criteria or markers		
2.10.1.6	Differential Item Functioning (DIF) analyses		
2.10.2	**Criterion-related validity: Overall adequacy** This overall rating is obtained by using judgment based on the ratings given for items 2.11.1 to 2.10.4.2		
2.10.2.1	Description of the criteria used and characteristics of the populations *(tick as many as are applicable)* ● Concurrent ● Predictive ● Post-dictive		
2.10.2.2	Sample sizes		
2.10.2.3	Procedure of Sample selection ● No information is supplied ● Purposive or representative *(summarise criteria below)* ● Incidental ● Random		
2.10.2.4	Median and range of the correlations between the test and criteria		
2.11	**Reliability: Overall adequacy** This overall rating is obtained by using judgment based on the ratings given for items 2.11.1 to 2.10.3.2		
2.11.1	Data provided about reliability *(select one)* ● Only one reliability coefficient given ● Only one estimate of standard error of measurement given ● Reliability coefficients for a number of different groups ● Standard error of measurement given for a number of different groups		
2.11.1.	*Internal consistency*		
2.11.1.1	Sample size		
2.11.1.2	Median of coefficients		
2.11.2	Test retest stability		
2,11.2.1	Sample size		
2.11.2.2	Median of coefficients		
2.11.3	Equivalence reliability		
	Sample size		
	Median of coefficients		

Appendix D: Schedule of Fees for Test Reviews

Upon receipt of your submission the PTC will contact you by email and advise you of fees payable. Please inform us if you wish to provide us with a purchase order number. An invoice will subsequently be mailed out to you. Please note that full payment is required by the BPS before commencement of any activity in relation to test review. A receipt will be sent to you once payment has been collected.

Submission of a single test into the full test review process £622

Annual fee for an enhanced entry on the Directory of Test Publishers & Test Distributors £153
(one entry covers all tests submitted for review)

Fee for an Editorial Panel Review Update (applicable to tests which already have £122
a published BPS test review, where the review is up to 15 years old and the review
is required as part of a five year renewal cycle for test registration)

Fee for renewal of a Certificate of Test Registration £255

Exceptional fees

Fee payable upon late submission of additional materials for consideration £510
in the test review process

Fee payable for re-submission of a test into the full test reviews process where £867
publication of a prior review has been withdrawn by the test publisher/distributor

Fee payable for an Editorial Panel Review Update where a test has been re-submitted £622
for review and registration inside a standard five year cycle.

Repeat fee payable annually

Annual fee for enhanced entry on the Directory of Test Publishers/Test Distributors £153

Appendix E: Renewal of Certificate of Test Registration

Affirmation from a test publisher/distributor that no substantive changes have been made since the initial registration of the test (applicable to tests where a renewal invoice has been issued from the BPS, where the accompanying test review is up to 15 years old).

This should be completed by a Chartered Psychologist or a senior member of staff with responsibility for test materials. This form should be completed and returned to the Society when an invoice for test registration renewal has been issued.

I hereby confirm that the test ..... has not undergone any substantive changes since application for initial registration. I understand that at the end of the next five year period if the test has undergone any significant changes I (the publisher/distributor) must apply for an Editorial Panel Review Update and that this would be the basis upon which a new Certificate of Test Registration would be awarded.

Name of Chartered Psychologist/senior member of staff

.....

BPS membership number (where applicable)

.....

Signed..... Date .....

Company or business name .....

Position.....

Psychological Testing Centre
The British Psychological Society
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Leicester LE1 7DR

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Psychological Testing Centre

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